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ABSTRACT

These two agenda items present: 1) observations by the UNESCO Executive Board on the Report of the International Commission of the Development of Education, and 2) a note by the Director-General comparing the Report's recommendations to the principles of UNESCO's existing program of education. The Executive Board observes six orientations deserving special emphasis, praises the approach to two concepts, and notes four areas which lack sufficient attention. Suggestions for further study of the Report are made to the General Conference. The note by the Director-General quotes twenty-one recommendations from Chapter 8 of the Report and briefly indicates the relationship of these recommendations to the relevant provisions of UNESCO documents 17 C/4 and 17 C/5. Five statements from Chapter 9 are also examined from the same point of view. An addendum gives the page numbers for the English, French, and Spanish texts of the compared documents. (Related documents are ED 070 736, the Report, and SO 005 840, comments by the Director-General.) (KSM)

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Item 13.3 of the Agenda

NOTE ON THE RECOMMENDATIONS MADE IN THE REPORT OF THE INTERNATIONAL COMMISSION ON THE DEVELOPMENT OF EDUCATION

1. At its 90th session, the Executive Board examined the Report of the International Commission on the Development of Education which was submitted to it together with the Director-General's comments, in accordance with 16 C/Resolution 1.131.

When it had completed its examination, the Board adopted a resolution (90 EX/Decisions 4.1.1), recommending that the General Conference "examine the Report of the Commission, the Director-General's comments on the Report (17 C/57), and the observations of the Executive Board (17 C/90)", and inviting the Director-General "to prepare a note on the Report for the seventeenth session of the General Conference indicating the relationship between the Report's recommendations and the provisions contained in documents 17 C/4 and 17 C/5".

This document has been prepared in implementation of the above resolution.

2. Chapter 8 of the Report, "Elements for contemporary strategies", contains twenty-one recommendations whose relationship with the relevant provisions of documents 17 C/4 and 17 C/5 is briefly indicated below.

3. RECOMMENDATION NO. 1 (Chapter 8, p. 182)

"We propose life-long education as the master concept for educational policies in the years to come for both developed and developing countries."

This recommendation is fully in keeping with the guiding principles of Unesco's programme for education as set forth in documents 17 C/4 (paras. 1006, 1041, 1108, 1166, 1286-1287, 1315) and 17 C/5 (Director-General's Introduction, para. 19, Part II, Chapter 1, Introduction, paras. 1008, 1009 and 1013; and paras. 1052, 1058-1060, 1238, 1241, 1312, 1371, 1406, 1408, 1431-1432) and the related activities described in 17 C/4, para. 4050 and 17 C/5, para. 4071. The activities related to the continuing education of engineers (17 C/4, para. 2129; 17 C/5, para. 2174) are also in keeping with the spirit of the recommendation. Specific references to life-long education may be found in proposed resolutions 1.22 (para. 1121) and 1.31

(para. 1305) in document 17 C/4 and in the following proposed resolutions in document 17 C/5; 1.22 (para. 1233); 1.24 (para. 1305); 1.25 (para. 1323); 1.31 (para. 1403); 1.32 (para. 1429). (See also the Director-General's note on 17 C/DR.64).

4. RECOMMENDATION NO. 2 (Chapter 8, page 183)

"Educational institutions and means must be multiplied, made more accessible, offer the individual a far more diversified choice. Education must assume the proportions of a true mass movement."

This recommendation transposes the principle of life-long education on to the level of educational resources and structures. Although this recommendation calls in the first instance for efforts on the part of States themselves, many of the provisions of 17 C/4 and 17 C/5 are relevant. The studies provided for in 17 C/5 (paras. 1058-1060), the expert advisory services on educational policies (17 C/4, para. 1062; 17 C/5, para. 1062), the activities related to the reform of pre-primary, primary and secondary education mentioned, in paras. 1238-1241 of 17 C/5, as well as those concerned with adult education (17 C/4, paras. 1230-1254; 17 C/5, paras. 1306-1318) and literacy (17 C/4, paras. 1256-1274; 17 C/5, paras. 1324-1357) are particularly in keeping with the preoccupations expressed in the recommendation. The same is true of the studies of innovations in higher education (17 C/4, paras. 1332-1335; 17 C/5, paras. 1432-1435), the consultant services related to the integration of adult education with the school system (17 C/4, para. 1244; 17 C/5, para. 1311), rural education (17 C/4, paras. 1283-1295; 17 C/5, paras. 1369-1388), and the symposium on the rôle of higher studies in life-long education (17 C/5, para. 1432). The studies of the rôle of communication media in the methodology of life-long education (17 C/4, para. 4050) and of an educational and cultural "self-service" system (17 C/5, para. 4071) are inspired by the same aim. The activities planned for the regional offices of Unesco and the Asian Centre of Innovation for the Development of Education (17 C/4, para. 1377; 17 C/5, paras. 1206-1207 and 1519) may play a useful rôle in this respect. The dissemination by the Secretariat of information concerning the policies, structures and functions of education systems (17 C/4, paras. 1056-1057; 17 C/5, para. 1056) and similar activities by the International Bureau of Education (17 C/4, paras. 1389-1401; 17 C/5, paras. 1549-1559) have this end in view.

5. RECOMMENDATION NO. 3 (Chapter 8, p. 186)

"Each person should be able to choose his path more freely, in a more flexible framework, without being compelled to give up using educational services for life if he leaves the system"

This recommendation would also appear to be a necessary follow-on from the principle of life-long education. The remarks concerning Unesco's activities in relation to the preceding recommendation are equally pertinent here. The study of "second chance" schools (17 C/5, para. 1148) as well as the planned activities for the development of adult education (17 C/4, paras. 1244-1250, paras. 1311-1314) and for the improvement of higher education (17 C/4, paras. 1332-1336; 17 C/5, paras. 1431-1432) are designed with this end in view.

6. RECOMMENDATION NO. 4 (Chapter 8, p. 189)

"Artificial or outmoded barriers between different educational disciplines, courses and levels, and between formal and non-formal education should be abolished; recurrent education should be gradually introduced and made available in the first place to certain categories of the active population."

To the extent that it entails the integration of different educational resources, if not necessarily the abolition of the distinctions between types and levels of education, this recommendation also follows on from the commitment to life-long education, and the above-mentioned provisions of 17 C/4 and 17 C/5 concerning life-long education are in keeping with it. The purpose of the recommendation corresponds entirely with the tenor of paragraphs 1008-1009 and 1032 of 17 C/4 and paras. 1006, 1013, 1020, 1024, 1026, 1035 and 1254 of 17 C/5.

7. RECOMMENDATION NO. 5 (Chapter 8, p. 191)

"The development of education for pre-school-age children must become one of the major objectives for educational strategies in the 1970s."

The XXXIIIrd International Conference on Education (September 1971) on "the social backgrounds of students and their chances of success at school" stressed the extreme importance of pre-school education as a factor in the true democratization of education. The draft programme for 1973-1974 (17 C/5, paras. 1238-1239; 17 C/4, para. 1170) provides for specific activities in this field.

8. RECOMMENDATION NO. 6 (Chapter 8, p. 192)

"Universal basic education, in a variety of forms depending on possibilities and needs, should be the top priority for educational policies in the 1970s."

The activities planned in response to the recommendations of the regional conferences of Ministers of Education of Latin America, Asia, Africa and the Arab States concerning universal primary education are in keeping with this recommendation as are the activities related to the reform of primary education (17 C/4, paras. 1166 and 1168; 17 C/5, paras. 1238-1240), and those planned in connexion with different programmes of assistance, in accordance with the priorities and options adopted by the Member States concerned. The activities planned for the promotion of adult education and literacy are relevant in this connexion.

9. RECOMMENDATION NO. 7 (Chapter 8, p. 195)

"Rigid distinctions between different types of teaching - general, scientific, technical and professional - must be dropped and education, as from primary and secondary levels, must become theoretical, practical and manual at the same time."

This recommendation, which is very similar to those formulated by the various regional conferences of Ministers of Education, is in keeping with the spirit of 17 C/4, para. 1024 and 17 C/5, para. 1014, and with the proposed measures to improve the scientific and technological components of general education (17 C/4, paras. 1219-1228; 17 C/5, paras. 1284-1300) and agricultural education in rural development (17 C/4, paras. 1279, 1283-1290; 17 C/5, 1364-1387).

10. RECOMMENDATION NO. 8 (Chapter 8, p. 197)

"Professional and technical training colleges must be developed in conjunction with the secondary education system. The instruction they give must be followed by practical training at places of work, all of which must, above all, be completed by recurrent education and vocational training courses."

This recommendation links up with the preoccupations underlying paras. 1024-1025 of 17 C/4 and para. 1411 of 17 C/5, as well as the above-mentioned provisions of 17 C/4 and 17 C/5 concerning life-long education and adult education.

11. RECOMMENDATION NO. 9 (Chapter 8, p. 198)

"Efforts must be made to bridge the gap, still found in all too many cases, between educational establishments and business companies, whether privately or publicly owned, for the latter constitute a key element in the overall education system. Their rôle should not be limited to training workers, but extended so far as possible to training technicians and researchers."

Although this recommendation is inspired by preoccupations similar to those underlying paras. 1025-1026 of 17 C/4 and 1370 and 1412 of 17 C/5, it would appear to be addressed rather to national education authorities than to Unesco.

12. RECOMMENDATION NO. 10 (Chapter 8, p. 200)

"Throughout the post-secondary educational system, structures, subject-matter and student categories must be very broadly diversified."

Much of Unesco's activity in connexion with higher education will be devoted to the renewal of its structures in response to new developments at this level of education (17 C/4, paras. 1332-1335; 17 C/5, paras. 1431-1438). This problem has been proposed as the theme of the regional conference of Ministers of Education of European Member States and Member States having similar educational problems (17 C/5, para. 1052); and similar questions will be examined at the conference of Ministers of Education of African States planned for 1976 (17 C/4, para. 1055; 17 C/5, para. 1438). The promotion of the education and training of engineers (17 C/4, paras. 2127-2131; 17 C/5, paras. 2173-2174 and 2182) are in keeping with this recommendation.

13. RECOMMENDATION NO. 11 (Chapter 8, p.203-204)

"As educational systems become more diversified and as possibilities for entry, exit and re-entry increase, obtaining university degrees and diplomas should become less and less closely linked to completing a predetermined course of study. Examinations should serve essentially as a means of comparing skills acquired under varying conditions by individuals of different origins, a mark not of a conclusion but of a starting-point, helping each individual to assess the effectiveness of his own study methods. Evaluation procedures should measure an individual's progress as much as the extent to which he conforms to externally fixed standards."

The conception underlying this recommendation is similar to that which underlies Unesco's activity in connexion with the comparability and recognition of the international equivalence of studies and diplomas in higher education (17 C/4, paragraph 1339; 17 C/5, paragraphs 1439-1443), an activity which aims to substitute the notion of actual acquirements for that of university studies.

14. RECOMMENDATION NO. 12 (Chapter 8, p. 206)

"Educational strategies in the coming decade should have rapid development of adult education, in school and out of school, as one of their priority objectives."

This recommendation is in keeping with the spirit and provisions of Section 1.24 of 17 C/4 and 17 C/5 (more particularly 17 C/4, paragraph 1234 and 17 C/5, paragraph 1306), and with the financial support accorded to the promotion of adult education in 17 C/5 (rate of growth in comparison with the recosted figure for 1971-1972: 21.2%), to enable the conclusions of the Third International Conference on Adult Education (Tokyo, August 1972) to be put into effect.

15. RECOMMENDATION NO. 13 (Chapter 8 p. 207-208)

"In all areas where there is widespread illiteracy, programmes organized for the adult population must include a strong literacy campaign. Action must be taken in two ways: it must aim firstly at functional literacy among strongly motivated sections of the working population and secondly at mass literacy when conditions are appropriate and, above all, when social development conditions - political, economic and cultural - are suitable for active large-scale participation by the people."

This conception is identical with that which underlies the activities provided for in Section 1.25, "Literacy", in documents 17 C/4 and 17 C/5, and in paragraphs 1289 of 17 C/4 and 1371 and 1373 of 17 C/5.

16. RECOMMENDATION NO. 14 (Chapter 8, p. 210)

"Institutions and services of a new kind, intended to help people teach themselves - language laboratories, technical training laboratories, information centres, libraries and related services, data banks, programmed and personalized teaching aids, audio-visual aids, etc. - should be integrated into all education systems."

This recommendation, which seeks the promotion of the individual, fits into the context of life-long education. The development of institutions and services to facilitate life-long education, which the recommendation prescribes, is encouraged by means of many operational activities, particularly within the framework of the United Nations Development Programme, as well as by certain specific activities in the field of technological education (17 C/5, paragraphs 1213-1214; 17 C/4, paragraphs 1143-1146).

17. RECOMMENDATION NO. 15 (Chapter 8 p. 211)

"(1) In the conception and general planning of education systems, allowance must be made for the possible contribution of new techniques with a view to developing a unified process aimed at using available means and resources in the most efficient way.

(2) When getting systems with technological support under way, strategies must be differentiated according to different levels of economic development."

The importance of the place which modern technology should occupy in an innovation strategy is clearly recognized in 17 C/4 (paragraphs 1017 and 1298) and 17 C/5 (paragraphs 1012, 1059 and 1370) and is confirmed by the number and variety of the activities foreseen in Section 1.21 of those documents.

The activities proposed in paragraph 1211 of 17 C/5 correspond entirely with the concern for the adaptation of technology to the specific conditions of different countries which underlies the recommendation. Activities related to the use of communication media for life-long education (17 C/4, paragraph 4050; 17 C/5, paragraph 4071), for literacy training (17 C/4, paragraph 4051; 17 C/5, paragraph 4072) and for the education of women (17 C/5, paragraph 4072) are in keeping with the spirit of this recommendation. The same is true of a number of activities related to the use of information media for educational and cultural purposes, as described in 17 C/4 (paragraphs 3142-3143, 4052, 4055-4056) and in 17 C/5 (paragraphs 3194-3195, 4073 and 4075-4077).

18. RECOMMENDATION NO. 16 (Chapter 8, p. 213)

"(1) Modify teacher-training programmes so that teachers are equipped for the different rôles and functions imposed by new technologies.

(2) Reserve a fixed part of the increase in education budgets for the rational development of sophisticated techniques."

The need to take account of modern methods and technology in the training of teachers is explicitly acknowledged in 17 C/4 (paragraphs 1288, 1316-1317 and 1320) and 17 C/5 (paragraph 1370, 1374 and 1410).

19. RECOMMENDATION NO. 17 (Chapter 8, p. 216)

"Legislative, professional, labour union and social action should gradually reduce and finally abolish hierarchical distinctions maintained for no valid reason among the various categories of teachers."

This recommendation, which is in keeping with the conception of education as a continuous system, finds its place among the preoccupations which have inspired Unesco in its activities for the improvement of the status of teachers (17 C/5, paragraph 1405; 17 C/4, paragraph 1314).

20. RECOMMENDATION NO. 18 (Chapter 8, p. 217)

"Conditions in which teachers are trained should be profoundly changed so that, essentially, they become educators rather than specialists in transmitting pre-established curricula; the principle of a first, accelerated training stage, followed by in-service training cycles, should be adopted."

The activities proposed in connexion with the pre-service and in-service training of educators are inspired by the need to prepare them for the new rôle which they will be called upon to assume (17 C/4, paragraphs 1315-1320; 17 C/5, paragraphs 1409-1410), although decisions concerning the methods of such training will obviously rest with the responsible authorities in each country. The activities relating to the training of new types of educators, such as cultural activities organizers (17 C/4, paragraphs 3130-3131; 17 C/5, paragraphs 3169-3171) are also in conformity with the spirit of this recommendation.

21. RECOMMENDATION NO. 19 (Chapter 8, p. 218-219)

"Auxiliaries and specialists from other professions (workers, technicians, professional and executive personnel) should be called in to work beside professional teachers. Authorities should also enlist the co-operation of pupils and students, in such a way that they teach themselves while instructing others, and become imbued with the idea that acquiring an 'intellectual capital' involves its possessor in the duty of sharing it with others."

Certain activities planned in connexion with studies on the training of educators (17 C/4, paragraph 1316), literacy (17 C/5, paragraphs 1332, 1335 and 1357), rural development (17 C/5, paragraph 1370) and youth (17 C/5, paragraph 1498) are intended to associate different groups with educational tasks, in conformity with the spirit of this recommendation.

22. RECOMMENDATION NO. 20 (Chapter 8, p. 220)

"It should be made a principle to centre educational activity on the learner to allow him greater and greater freedom, as he matures, to decide for himself what he wants to learn, and how and where he wants to learn it and take his training. Even if the learner has to accept certain pedagogic and socio-cultural obligations as to subject matter and methods, these should still be defined more in terms of free choice, of psychological propensities and of drives among learners than hitherto."

The activities planned to ensure the participation of pupils in the reform of secondary education (17 C/4, paragraph 1172; 17 C/5, paragraph 1241) and the action undertaken for the improvement and adaptation of higher education (17 C/4, paragraphs 1332-1334; 17 C/5, paragraphs 1431-1438) and to associate young people with the renovation of education (17 C/4, paragraph 1370; 17 C/5, paragraph 1496) are in keeping with this recommendation and in conformity with the spirit of life-long education. The same is true of activities in the field of social sciences concerning the aspirations of young people and their rôle in contemporary society (17 C/4, paragraph 3080; 17 C/5, paragraph 3090).

23. RECOMMENDATION NO. 21 (Chapter 8, p. 222)

"All learners, whether young or adult, should be able to play a responsible part not only in their own education but in the entire educational enterprise."

The remarks made in connexion with the previous recommendation are also applicable here.

24. Chapter 9 of the Report contains a number of conclusions and suggestions which, without constituting formal recommendations, do in fact prescribe certain steps.

Some of them do not specifically concern Unesco, and cannot therefore be examined from the point of view of their relationship with the provisions of 17 C/4 and 17 C/5. Moreover, the substance of these suggestions has in any case been analysed in the comments of the Director-General on the Report of the International Commission on the Development of Education (17 C/57). The present document thus refers only to those conclusions or suggestions which directly concern Unesco.

25. "We should therefore:

Give increasing importance to particularly significant issues when policy-makers in education hold international meetings.

Organize more meetings among countries with different socio-economic systems.

Increase intra-regional cultural exchanges among countries formerly isolated under colonial régimes.

Encourage conference grouping representatives of countries which are in different geographical regions but have common characteristics or are following a similar course of development.

Promote as widely as possible the diffusion of information or innovative experiments, and set up machinery enabling government officials and educators directly concerned to study similar experiments in progress elsewhere.

Increase the means at Unesco's disposal for co-operating with Member States in the organization of on-the-spot studies and exchanges of experience among educators." (Chapter 9, p. 239)

Documents 17 C/4 and 17 C/5 contain provisions which are in keeping with the above statements of intent.

The International Conference on Education (17 C/4, paragraphs 1399-1401 and 17 C/5, paragraphs 1558-1559) provides those responsible for education with an opportunity, on a world-wide scale, of examining subjects of particular interest to Member States as a whole. Regional conferences (17 C/4, paragraphs 1051-1055; 17 C/5, paragraphs 1052-1054) provide an opportunity for Ministers of Education from countries with different socio-economic systems, countries within the same region but formerly isolated under

colonial régimes, and countries in different regions but with similar characteristics, to meet. Such is the case of the conference of Ministers of Education of European Member States and Member States having similar educational problems, planned for 1973, and of the conference planned for 1974 for the twenty-five least advanced developing countries. The dissemination of information on innovatory experiments is specifically foreseen in the programme of the International Bureau of Education (IBE) (17 C/4, paragraphs 1389-1392; 17 C/5, paragraphs 1549-1553), the Regional Offices and the Asian Centre of Innovation for the Development of Education, as well as in a whole series of activities (17 C/4, paragraphs 1056 and 1057, 1217 and 1220; 17 C/5, paragraphs 1056, 1217 and 1220). A symposium of specialists will provide an opportunity for an exchange of experience in planning (17 C/4, paragraph 1064; 17 C/5, paragraph 1066).

26. "We recommend:

Developing authentically national educational systems which enable individuals to achieve an increasingly harmonious and positive integration at all levels into their environment.

Setting up national, regional and international advanced study centres, and providing them with the necessary equipment.

According abundant scholarships or paid vacations allowing scientists to travel for study purposes, to keep themselves up-to-date on scientific innovation and to make contact with fellow-scientists overseas.

Defining explicit national scientific policies, which scientists themselves should actively help to draft.

Associating scientists with the administration of science, so far as possible, in order to reduce bureaucratic procedure and restrict the part played by administrators." (Chapter 9, p. 247)

All Unesco's work in the field of aid to development of educational systems is now being directed towards the development of national systems attuned to the realities of the local situation (17 C/4, introduction by the Director-General, paragraph 43; Part II, Chapter 1, paragraphs 1058-1062; 17 C/5, paragraph 1062).

Fellowships are awarded under the programmes of training abroad for the pre-service and in-service training of scientists (17 C/4, paragraphs 1346-1357; 17 C/5, paragraphs 1459-1475). Unesco is now in a position to provide assistance, within the framework of country programming and with the support of the extra-budgetary financing programmes for the establishment of advanced study centres at national, regional or international level. Unesco also gives assistance upon request towards the preparation of national science and technology policies (17 C/4, paragraphs 2038-2046; 17 C/5, paragraphs 2034-2056).

27. "Finally, it is only natural for us to hope that the reasons which have guided us throughout this report will also lead Unesco to commit itself in favour of innovation in education, to push its theoretical research and practical activity in that direction - and by this go beyond the

limits traditionally imposed on ideas about institutions, methods, programmes, students - so that education may expand to meet the virtually unlimited needs of individuals and societies." (Chapter 9, p. 249)

This recommendation is entirely in keeping with the general tenor of documents 17 C/4 and 17 C/5, which make the regeneration of education one of the major objectives of Unesco's action (17 C/4, paragraphs 1004, 1015, 1[illegible], 1132-1136, 1219, 1331-1335, 2111-2113, 17 C/5, Director-General's Introduction, paragraphs 2-5; Part II, Chapter 1, paragraphs 1004-1005, 1011-1012, 1201-1207, 1280-1296, 1331-1335, 1372, 1452, 2140-2145).

28. "Finally, it is both possible and desirable to co-ordinate the various types of aid to education." (Chapter 9, p. 253)

The provisions relating to the programming of international aid to education (17 C/4 Director-General's Introduction, paragraph 39; Part II, Chapter 1, paragraphs 1079-1080; 17 C/5 paragraphs 1045, 1056 and 1084) provide an answer to the preoccupations expressed concerning the co-ordination of different types of aid to education.

29. "We hope:

That multilateral and bilateral bodies financing and assisting education will give priority to a new type of project to help countries make an overall diagnosis of education, draw up a list of objectives, and identify 'points of entry' designed to produce the most effect on systems, content and methods.

That bilateral and multilateral aid will concentrate more on the creation and financing of institutions capable of implementing alternative strategies, and on the establishment of the infrastructure for continuous educational reforms." (Chapter 9, pp. 259-260)

The planned contributions to the preparation of national critical appraisals and the definition of national policies (17 C/4, paragraphs 1058-1062; 17 C/5, paragraphs 1057-1062) are in keeping with these preoccupations.

COMPARISON OF THE RECOMMENDATIONS MADE IN THE REPORT
OF THE INTERNATIONAL COMMISSION ON THE DEVELOPMENT OF EDUCATION AND
THE PROVISIONS CONTAINED IN DOCUMENTS 17 C/4 AND 17 C/5

RECOMMENDATIONS

CHAPTER 8

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Seventeenth session, Paris 1972 20 October 1972

OBSERVATIONS BY THE EXECUTIVE BOARD ON THE REPORT OF THE INTERNATIONAL COMMISSION ON THE DEVELOPMENT OF EDUCATION

SUMMARY

In accordance with resolution 1.131 (a) adopted by the General Conference at its sixteenth session, the Director-General submitted to the Executive Board at its 90th session the Report of the International Commission on the Development of Education, together with his comments.

At the conclusion of its discussion of these documents, the Executive Board adopted the resolution reproduced below (90 EX/Decisions, 4.1.1) containing its preliminary observations and its recommendations to the General Conference.

SP 005556

Item 4.1.1 - Report of the International Commission on the Development of Education, and comments by the Director-General (90 EX/6)

I

The Executive Board,

1. Recalling resolution 1.131 by which the General Conference at its sixteenth session authorized the Director-General to establish an International Commission on the Development of Education,

2. Having examined in a preliminary way the Commission's Report, which was submitted to it by the Director-General together with his comments, in accordance with the provisions of the above-mentioned resolution,

3. Notes that the Commission has satisfactorily carried out most of the major tasks entrusted to it by the Director-General, as set out in the general terms of reference that he gave to the Commission;

4. Notes further that it has produced a report which can stimulate reflection and discussion and which presents a wide survey of overall problems and prospects of education in the world and confirms to a large extent policies adopted by the General Conference in a number of resolutions (in particular 16 C/7.21, 9.11, 9.131) and by the Executive Board in its decision 87 EX/4.1.2;

5. Expresses its gratitude to the Chairman and to the members of the Commission for the work they have done, especially in view of the limited time available to them;

6. Expresses its appreciation for the effective assistance given to the Commission by the Secretariat made available to it by the Director-General of Unesco;

7. Recalls that, even though the text draws heavily upon Unesco's experience in educational development, the Report is not an official document of Unesco, expressing Unesco's officially accepted policies, but is the Report of seven independent experts published by Unesco and, like other such reports, represents an important contribution to world-wide discussion on educational development;

II

8. Submits the following preliminary observations made during the course of its examination, among the many points of the 25 speakers whose views are reflected in the summary records:

   (a) The orientations set out below deserve special emphasis:

      (i) the way in which the Report deliberately opts, firstly, for a modern and innovative concept of education and, secondly, for democracy in and through education. These fundamental options follow lines suggested by the General Conference, the Executive Board and several regional conferences and are in keeping with the twofold imperative - the regeneration of education and the right to education - which underlies Unesco's programme for education;

(ii) the proposal made in the Commission's principal recommendation that life-long education should become the master concept for educational policies in the years to come, a point of view expressed in the guidelines approved by the General Conference;

(iii) the Commission's adoption of a global approach to education, integrating its in-school and out-of-school aspects and its stand in favour of a learning society, in which updated and regenerated educational institutions of a formal character should be supplemented by a wide range of other educational activities, involving the participation of society as a whole;

(iv) the affirmation of the ultimate humanist goals of education and the emphasis on the fundamental rôle of science, technology and scientific humanism in the development of modern education in modern society;

(v) the emphasis placed by the Commission on the utilization of the resources of modern technology in so far as it is based on an appropriate pedagogical approach;

(vi) the methodology followed by the Commission in isolating the essential elements of the educational process from institutional arrangements associated with it;

(b) The recommendations of the Report concerning the organization of education are a useful synthesis of the ideas and solutions which have emerged over the last few years from research, studies, reflection and discussion on the subject of education in the various regions of the world. They are not so much new departures in educational thinking as a set of topics which could serve as a frame of reference for those responsible for education whose business it is to determine educational strategies of their respective countries for the years to come;

(c) The Report states in clear terms the problem of international community of interest in education, more especially by the striking way in which it emphasizes the gap which is widening between developed and developing countries. It shows that, although there are common international problems in education and lines of development on which general agreement is possible, education can nevertheless advance only along paths specific to each individual society and culture;

(d) It should be observed, however, that, owing to the magnitude of its task and to the limited time available, the Commission, which wanted, on the one hand, to produce guidelines and recommendations which could elicit unanimous agreement, and, on the other, to respect the uniqueness of each State and its power to decide, did not, in its Report, present a typology of education, taking note of the variety of systems of education connected with different social, cultural and economic systems, whereas this might have given the Report a more realistic and practical character. Although there could certainly be no question of the Commission suggesting solutions immediately applicable in specific cases, one might have hoped that the Report would contain, at a level somewhere between recommendations of a general nature and the level of measures which only the countries concerned can decide upon, an analysis

indicating types or groups of strategies corresponding to certain situations. An approach of this kind would probably have facilitated the practical application of the principles adopted by the Commission. In the same context, it may be noted that the Report does not contain a methodology of the reform of education, as suggested in the terms of reference set up by the Director-General with a view to orienting the work of the Commission;

(e) The Commission did not deal in depth with education for international understanding and peace and the contribution of education to the struggle against racialism and all forms of discrimination. Nevertheless, the Commission made clear the spirit which moved it in its deliberations, by its emphasis on democracy, the rôle of which as a factor contributing to peace is stressed, and on the need to combat imbalances and disparities between or within societies;

(f) The Commission, in its consideration of the part played by school as well as teachers in the promotion of education, did not pay sufficient attention to the developing rôle they should continue to play in the world of education today and tomorrow, and did not deal adequately with new concepts and methodologies of the renewal of educational institutions and teacher training;

(g) The Commission has not sufficiently acknowledged the importance of the rôle played by Unesco in the development and implementation of educational strategies and reforms. Its examination of Unesco's programmes and procedures contained no practical proposals to balance its criticisms;

9. Considers that the Report should be discussed in greater depth than has been possible for the Executive Board and Member States within the time available since its publication in only two languages;

III

10. Recommends that the General Conference:

(a) examine the Report of the Commission, the Director-General's comments on the Report (17 C/57) and the observations of the Executive Board (17 C/90);

(b) discuss the Report as a whole in general terms, with reference to the main orientations suggested for the development of education as well as to the conception of international co-operation which the Report expresses, and consider specific points such as:

life-long education, its content, ways and means of implementation;

innovation (quality of content and educational technology, organization and financing);

in-school and out-of-school education;

international co-operation for action in educational development;

(c) bear in mind the recommendations contained in the Report when discussing documents 17 C/4 and 17 C/5, for the 1973-1974 programme and for future programmes;

(d) invite Member States to promote reflection on the content of the Report in appropriate bodies on the national, regional and international level and consider the extent to which the concepts and ideas set out in the Report may be applied to national policies and strategies and to regional and international co-operation for educational development;

(e) further invite the Director-General to undertake consultations with appropriate agencies of the United Nations system with a view to further defining methods and direction of co-operation in the area of educational assistance to Member States, taking into account the suggestions made in the Report and the decisions of the General Conference;

11. Invites the Director-General to prepare a note on the Report for the seventeenth session of the General Conference, indicating the relationship between the Report's recommendations and the provisions contained in documents 17 C/4 and 17 C/5;

12. Decides to consider the possibility of discussing the Report again at its Spring session or at another appropriate session in the light of the General Conference's discussions and on the basis of reports which may have been received on studies carried out in the various Member States.

(90 EX/SR.2, 3, 4, 5, 10, 11 and 14)